DOCUMENT RESUME

ED 237 416 SO 015 172

TITLE	What Every Child Should Know...Social Studies. Course of Study, Criteria for Textbook Selection. Revised.
INSTITUTION	Arizona State Dept. of Education, Phoenix.
SPONS AGENCY	Department of Education, Washington, DC.
PUB DATE	Jan 83
NOTE	38p.; For a related document, see ED 141 211-212.
PUB TYPE	Guides - Classroom Use - Guides (For Teachers) (052)
EDRS PRICE	MF01/PC02 Plus Postage.
DESCRIPTORS	Course Content; *Curriculum Design; *Educational Objectives; *Educational Philosophy; Elementary Secondary Education; Evaluation Criteria; *Social Studies; State Curriculum Guides; Textbook Evaluation; *Textbook Selection

ABSTRACT

Designed to outline minimum course content for Arizona public schools, this K-12 curriculum guide is divided into 3 sections covering philosophy, goals, and scope and sequence. The stated philosophy emphasizes appreciation of history and culture, skill in acquiring and validating knowledge, critical thinking, and appreciation of interrelationships. Objectives are divided into categories of knowledge, skill, and democratic beliefs. The bulk of this guide outlines the major areas of study. Primary grades study widening concepts of society: family, school, ethnic groups, and community. Intermediate grade study focuses on state, regional, and American history, and the world. The junior high curriculum covers citizenship, American history, and the world, while high school requirements include a concept approach to Arizona and American history, and state and national government. For each level, a review of themes and objectives is followed by a list of suggested study topics. An outline of optional high school courses includes diplomatic history, area studies, social sciences, and women's, environmental, and urban studies. Five appendices contain a text evaluation instrument, state social studies requirements, state statutes on social studies and the observance of special events, and a list of citizenship education skills. (LP)

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What Every Child Should Know . . . .

SOCIAL STUDIES

Course of Study
Criteria for Textbook Selection

Revised

Arizona Department of Education
Carolyn Warner, Superintendent
Dr. Jim Hartgraves, Deputy Superintendent
Dr. Ray Ryan, Deputy Superintendent
January 1983

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[20 U.S.C. 1221e–3(a)(1)]

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Printed by the
Arizona Department of Education
Phoenix, Arizona
Total Copies Printed - 2,000
Total Printing Cost - $2,100.00
Unit Printing Cost - $1.05
Date of Printing - 1/83

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INTRODUCTION

The State Board of Education believes every child in Arizona should have equal educational opportunity to receive the basic knowledge and skills in each subject area and no students shall be deprived of this opportunity because of social, economic, or other factors beyond their control.

Public education in American society has traditionally been the institution called upon to transmit the substance of the society to its next generation. This role has caused public education to hold a position of great responsibility and authority in the American way of life. The academic area that bears the burden of transmitting the essence of the society is the social studies.

The Course of Study, "What Every Child Should Know...Social Studies", is prescribed by the Board to provide the basic minimum course content in compliance with Article XI, Section 1 of the Arizona Constitution. The Board urges district governing boards and school personnel to give special attention to these requirements.

The importance of the social studies to the education of our students in this modern age cannot be overemphasized. Social studies provide students with the basic information necessary for a knowledge of their community, this state, our nation, and the world. They allow students to gain an understanding of and appreciation for the workings of government and the historical foundations of our society.

PHILOSOPHY OF SOCIAL STUDIES IN ARIZONA

Definition of Social Studies Education

The study of human societies, past and present, with the goal of educating students to become informed citizens.

Philosophy

The purpose of social studies education is to prepare students to be humane, rational, knowledgeable, and participating citizens in a diverse society and in an increasingly interdependent world. To function effectively students should:

* Understand the significant developments in human history. It is impossible to understand the modern world and to act intelligently on the problems which confront it without an appreciation of those events of the past that have shaped the present. This means the understanding of certain historical events and physical factors (e.g., political, climatic, geological, and geographic) which are generally recognized as key elements in the development of important social, political, and economic orders and patterns.

* Develop an appreciation of their common historical and cultural backgrounds, as well as esteem their own and others' individual and group heritages.

* Develop an awareness of the ways in which other men and women have derived answers to the crucial questions of human existence. The individual must understand that these crucial questions are ethical as well as emotional and cognitive. The individual needs the skills of acquiring and validating knowledge. In addition, the individual needs to comprehend the perspectives of others and understand multiple perspectives on historical and social phenomena.

* Apply reason, evidence, and judgment in coping with social problems. They must be able to act with responsibility and accept and respect the rights and dignity of others. Individuals should constantly be developing personal value systems that promote personal and social well-being.

* Develop critical thinking skills. Reason dictates that human survival and progress rest upon knowledge, understanding, and tolerance.

* Appreciate the interrelationship of all disciplines because all aspects of human endeavor cut across subject matter boundaries.

Each student is entitled to a broad, balanced, well-planned, and well-integrated series of learning experiences in history and the social sciences throughout the educational program, kindergarten through grade twelve.

SOCIAL STUDIES TEACHING PHILOSOPHY STATEMENT

Social studies is concerned with the broad spectrum of human experience--past, present, and future. The teacher is a key to the student's attainment of the curriculum goals. It is crucial that the social studies teacher be knowledgeable and well-educated. This knowledge requires not only expertise in the content area, but also provision of an atmosphere for the student that fosters reflective thinking, inquiry, and problem-solving. The effective social studies teacher should model these skills of critical thinking through democratic participation in the classroom.

The development of a democratic atmosphere, in which students are free to express and question their ideas and beliefs as well as the ideas and beliefs of others, is vital to democratic participation. Those who teach democratic principles need to be able to accept criticism, value differences, and the right to dissent. Recognizing the dignity and worth of each student regardless of race, class, ethnic background, sex, ability, or age is essential to this process.

GOALS FOR SOCIAL STUDIES EDUCATION IN ARIZONA

Social studies education has been defined as the study of human societies, past and present, with the goal of educating students to become informed citizens.

As our society becomes more complex, the task of preparing students to meet the responsibilities of citizenship becomes more difficult. Schools, and specifically the social studies programs, must accept the challenge to provide an adequate citizenship preparation for students. Such a preparation should provide a proving ground for students to acquire and test their knowledge and a real-life laboratory where they can practice the citizenship skills learned. In the same manner the adults within the school setting must provide the role models for good citizenship. When the schools most effectively model democratic beliefs and citizenship skills, they will most effectively teach those beliefs and skills.

Preparing students to become informed, participating citizens is a large undertaking. No single institution can bear this burden by itself; it must be shared by all elements of the society: family, church, local committees, business and industry, as well as schools. Even so, schools, and specifically social studies programs, K-12, must bear a major portion of that responsibility. Schools are the institutions created by the society for the express purpose of helping students acquire the knowledge, skills, and beliefs essential to be effective citizens.

Social studies education is the curriculum area which the schools created to provide programs that focus directly on the aspects of citizenship. Three major goals for social studies education are the development of knowledge, skills, and democratic beliefs.

Knowledge

Students need knowledge of the world at large and the world at hand, the world of individuals and the world of institutions, the historical world and the contemporary world. An exemplary social studies curriculum links information presented in the classroom with experiences gained by students through social and civic observation, analysis, and participation.

Classroom instruction which relates content to information drawn from the media and from experience focuses on the following areas of knowledge:

* History and culture of the state, the nation, and the world
* Geography - physical, political, cultural and economic
* Government - theories, systems, structures and processes
* Economics - theories, systems, structures and processes
* Social institutions - the individual, the family, the group, the community, and the society
* Intergroup and interpersonal relationships
* Worldwide relationships of all sorts between and among nations, races, cultures and institutions.

From this knowledge base, exemplary programs teach skills, concepts, and generalizations that can help students understand the sweep of human affairs and ways of managing conflict consistent with democratic procedures.

The knowledge component, in sum, should represent a balance between the immediate social environment of the students and the larger social world; between small group and public issues; among local, state, national, international, and global affairs; between past and present, and between western and nonwestern cultures. Knowledge should foster an in-depth understanding of the diversity and the commonality of human experience as manifested in the history and culture of the many racial, ethnic, and social groups which form our society and which comprise the global community.

Skills

Skills are a major component of the K-12 social studies program because they represent the critical bond among knowledge areas. Skills are tools essential for learning and for effective participation. They cannot be developed quickly however or from isolated drills. Instead, skills are acquired and honed from opportunities for constant practice and use that are systematically planned for from kindergarten through grade twelve.

Although many skills are essential to social studies education, they can be grouped into three major categories for convenience:

1. Data Gathering or Basic Skills
2. Intellectual or Critical/Creative Thinking Skills
3. Participation Skills

Data Gathering or Basic Skills

The importance of using knowledge as a basis for actions and decisions cannot be overstated. In a democratic society, full of conflicting ideas, it is necessary to equip young people with data-gathering skills and thinking skills. The skills include knowing how to:

* Acquire information through listening, observing, reading, and utilizing community resources.
* Locate information in textbooks, encyclopedias, specialized dictionaries, almanacs, and other reference materials.
* Compile, organize, and evaluate information presented in books, periodicals, and other media.
* Extract and interpret information from maps, models, graphs, charts, tables, pictures, and cartoons.
* Communicate orally and in writing.

Intellectual or Critical/Creative Thinking Skills

Students need opportunities to develop and practice intellectual or critical/creative thinking skills. They need opportunities to develop and practice both convergent and divergent thinking skills. Such skills consist in part of the abilities to:

* Compare similarities and differences among two or more objects, living things, ideas, events, or situations at the same or different points in time.
* Classify or group items according to rational criteria.
* Formulate appropriate and searching questions.
* Draw probable conclusions or inferences from evidence.
* Make warrantable predictions or formulate hypotheses which can be verified.
* Evaluate or make informed judgments based on rational criteria about the worth, equality, significance, amount, degree, or condition of given phenomena.
* Detect biases in academic materials, interpersonal and media communications.

Participation Skills

As a citizen, the individual uses the knowledge, beliefs, and skills learned in the school, the social studies classroom, the community, and the family as the basis for action.

Connecting the classroom with the community provides many opportunities for students to learn the basic skills of participation, from observation to advocacy. To encourage participation, social studies programs need to emphasize the following kinds of skills:

* Working effectively in groups, organizing, planning, making decisions, taking action from coalition of interest with other groups, persuading, compromising, bargaining.
* Practicing patience and perseverance in working for one's goal through democratic processes.
* Developing experience in cross cultural situations.

Democratic Beliefs

The fundamental beliefs of our society are drawn from the Declaration of Independence and the United States Constitution with its Bill of Rights. Among these beliefs are the concepts that government derives its powers from the consent of the governed, that the powers of the government are spelled out in the Constitution, and that powers not so enumerated are reserved to the states or to the people. Exemplary school programs do not indoctrinate students to accept these ideas blindly, but present knowledge about their historical derivation and contemporary application essential to understanding our society and its institutions. Not only should such ideas be discussed as they relate to the curriculum and to current affairs, they should also be mirrored by teachers in their classrooms and embodied in the school's daily operations.

The social studies curriculum, K-12, should be most particularly and most explicitly concerned with those substantive beliefs which form the common core of American citizenship. At all grade levels and subjects, and in accordance with the developmental capabilities of students, the curriculum should focus on the basic civic values and principles which undergird our democratic, constitutional order.

Drawing on ideas suggested by the motto to which the United States long has subscribed, e pluribus unum, one of America's respected scholars, R. Freeman Butts, has classified those values or principles into two general types:

1. Those which seem primarily to promote desirable cohesive and unifying elements in a democratic political community, or the unum values. Among them are these:

   * Justice
   * Equality
   * Truth
   * Authority
   * Responsibility
   * Participation
   * Respect for persons and property
   * Personal obligation for the public good

2. Those which seem primarily to promote desirable pluralistic and individualistic elements in a democratic political community, or the pluribus values. Among them are these:

   * Diversity
   * Privacy
   * Freedom
   * Due process
   * Human rights

It is essential that students at all grade levels have opportunities to encounter both the cohesive, unifying unum values and the pluralistic, individualistic pluribus values to which our democratic constitutional society is committed.

In addition to explicit concern with the basic civic values and principles, the social studies program, K-12, should provide students with opportunities to understand value positions taken by individuals, both others and themselves. Students need, therefore, to have opportunities to:

* Appreciate our American heritage and the rights and privileges guaranteed by the U.S. Constitution.
* Recognize individuals, groups, societies, and nations as interdependent members of large social environments.
* Understand their similarities and differences in order to respect the rights of individuals with varying abilities from all social classes, races, religions, age groups, and both sexes.
* Appreciate the various ways and means used by people to resolve problems and issues.
* Examine public issues openly in the classroom, using the most rigorous intellectual standards in investigating, presenting, interpreting, and discussing facts and ideas relevant to the issue under study.
* Examine critically their own value positions and the value positions held by others.

AREAS OF EMPHASIS (K-6)

The term themes, as used in this guide, refers to the content or area of study designed for each grade level. This framework emphasizes the importance of people in the study of the social studies in kindergarten through grade 6. Students begin their study of people in kindergarten by learning about themselves and others in their immediate world. They continue their study of people in ever-widening circles: people at home and at school, as members of groups, as members of communities, people in the state of Arizona, people of the American nation, and finally, at grade six, the diverse peoples of the world and the societies in which they live.

GRADE LEVEL DESIGNATIONS

Kindergarten--Myself and Others

Learning about physical, social, and emotional dimensions of self and others is critical to the development of a positive self-concept and an appropriate entry into the social studies program. Comparisons with other living things may also help students to understand their uniqueness as human beings.

Some suggested topics suitable for kindergarten are:

1. The uniqueness of me; my similarities and differences.
2. Finding my way in my world (map skills).
3. My needs and the needs of others and how people, including me, grow and change.
4. Self-awareness and the employment of my five senses.
5. My parents--their jobs and jobs that I can do.
6. Special occasions in my life.
7. Rules and why we need them.
8. Cooperation and conflict between friends and classmates through work and play.
9. Songs, stories, games, and dances my friends and I like.
10. Learning to listen and listening to learn.

Grade One--People at Home and at School

Exploring relationships of people in students' own homes and schools, as well as homes and schools in other cultures and societies, provides many opportunities to develop understandings and appreciations of how roles, ethnic heritages, traditions, the physical environment, and social and economic factors influence people's daily lives.

Some suggested topics suitable for grade one follow:

1. Getting from home to school (safety; following simple directions; finding their way on a simple map; identifying landforms).
2. Time and my life (times for work; times for play; minutes; hours; days of the week; months of the year; seasons).
3. Roles people play in my family and at my school.
4. Relationships of home to school (space; time; people; rules; responsibilities; learning at home and at school; my rules at home and at school).
5. Families--my own and others in the community and in the world.
6. Meeting needs at home and at school.
7. Cooperation, conflict, and communication at home and in school.

8. People who have made my world better and more beautiful.
9. Who is an American?

Grade Two--People as Members of Groups

Exploring relationships among people in groups, as well as among groups, provides opportunities for students to further understand and appreciate themselves as social beings. Concepts such as norms, roles and responsibilities, communication, group problem-solving, and decision-making are included in this setting.

Some suggested topics suitable for grade two are:

1. Groups to which I belong.
2. American ethnic groups; their roles and contributions.
3. People and the groups they form/join.
4. Roles within groups (e.g., leaders; followers; innovators; isolates).
5. How groups use resources.
6. Rules, responsibilities, and group norms.
7. Communication, problem-solving, and decision-making in groups.
8. Cooperation and conflict within/between groups.
9. How and why groups change with time.
10. How art, music, and dance influence and enrich group life.
11. People who have contributed to the groups to which I belong.
12. Geography skills: to include map skills (8 points N, S, E, W, NW, NE, SE, SW) and regions (desert, tropic, etc.).

Grade Three--People as Members of Communities

Communities--local, national, or worldwide--are dynamic, living and changing phenomena. Within every community people act in both their individual and group capacities. They rely upon and influence one another. Within communities there is a great diversity. Understanding the nature of different communities and how people make communities function is the major focus of this setting.

Some suggested topics suitable for grade three are:

1. What is a community?
2. My community--where is it?
3. Our community--its past, present, and future.
4. How community groups rely upon and influence one another.
5. The diverse cultures and peoples who make up and contribute to our community.
6. How is our community governed?
7. Cooperation, conflict, and communication within our community.
8. Appreciating and preserving the beauty of our community and improving the quality of life in it.
9. How does our community compare/contrast to other communities in the United States and in the world?
10. What is happening in my community today?
11. Responsibility to our community is a part of citizenship.
12. Geography skills: to include cultural geography (communities depend on physical features) and geography skills (scale, map key).

Grade Four--The People of a State and a Region: Arizona and the Southwest

The great diversity of Arizona's geography, people, and social environments and its rich history offer excellent opportunities for students to explore important aspects of a significant region and their interrelationships. Comparing and contrasting Arizona with other regions in the world provide an introduction to systematic learning experiences in a comparative study of people and their environments in the social sciences.

Some suggested topics suitable for grade four are:

1. The people of Arizona today: who we are; where we live; the work we do; the way we participate as citizens.
2. Arizona: its land and its environment (e.g., regional setting; major physical features; economic and cultural geography; current environmental concerns).
3. Geography skills: to include making simple maps and reading a large scale map (introduction to coordinates; compass degrees; landforms - peninsula, gulf, difference in size of cities).
4. Arizona in prehistoric times.
5. The history of Arizona and the diverse peoples who made that history (the major historical periods).
6. Men and women who have made significant contributions to Arizona's social, political, economic, and cultural life.
7. Arizona's government: past and present.
8. Arizona: its place/role in the United States and in the world.
9. Looking toward the future in Arizona.

Grade Five--The People of a Nation: The United States of America

In grade five students learn about the geography of the United States, and they are introduced to its rich history. The emphasis should be on people, focusing on the many and diverse individuals and groups who have helped shape our nation. The contributions which men, women, and groups of various kinds have made to the political, economic, social, and cultural life of the United States should be highlighted.

Some suggested topics suitable for grade five are:

1. The land we call the United States
   Where is it? How is it divided into regions, states, communities? What are its major landforms, physical features, natural resources, major industries, current environmental concerns?
2. Geography skills: to include orienting (given a small scale map, find your way); map differences (globes, projections, political/physical); longitude and latitude (axis, pole, time zones).
3. We, the people of the United States, today
   Who are we? Where do we live? What kinds of work do we do? How do we communicate with one another? What are some important ideas/values in which we as a people believe? How do we participate as citizens of our nation, state, communities?
4. The first Americans: peoples of yesterday
   When/how did the first Americans come to this continent? Into what groups were they divided? Where/how did those groups live? Who were their leaders? What were the major accomplishments/contributions of the various groups? When/how

did the first Americans come into contact with the Europeans and Africans who came to explore/settle in America?
5. Explorers and settlers in America--north, south, east, and west.
6. Founders of our nation.
7. Peoples who have helped our nation meet its major challenges, respond to changes, and grow politically, economically, socially, and culturally over the years.
8. The United States and its people: their places/roles in the world today.

Grade Six--Our World: Conflict and Cooperation

In grade six students learn more about the geography of earth and the many diverse peoples who inhabit our world. They learn about both the similarities and the differences among individuals and societies. They consider those needs and life experiences which are common to all human beings. They also learn about the reasons for variations in human appearance and behavior.

In this grade students are introduced to the important concept of culture. They then explore its four basic elements in greater depth. The four basic and universal elements of culture are defined as language, technology, institutions, and beliefs.

Finally, students study some of the ways in which peoples of the world can and do work together on common, current technological and ecological concerns or through various economic, political, and cultural institutions.

Some suggested topics suitable for grade six are:

1. Earth as home for human beings--the world's water, land, climate, and natural resources and how they affect where and how peoples live.
2. Geography skills: to include meteorology; cultural geography; latitude and longitude (minutes and seconds); relationships of countries and regions of the world to one another (geographically).
3. The world's diverse peoples and the reasons for differences in appearance and behavior.
4. Human needs and life experiences common to all peoples.
5. Why human societies develop different "ways of life" or diverse cultures.
6. The role and importance of language in all human societies.
7. Technology: tools, toolmakers, tool users, and technological change yesterday and today.
8. Five basic institutions on which peoples in all societies depend: government, economic institutions, education, the family, and religion.
9. The importance of human beliefs about the nature of the world, about beauty, and about right and wrong.
10. Earth's people: conflict and cooperation.

ARIZONA'S PLACE IN THE UNITED STATES AND THE WORLD (7 or 8)

The histories of Arizona and the United States offer a means through which students can study a wide variety of events and the individuals, groups and ideas which influence them. An appreciation of the contributions to our society by the "unsung heroes" as well as those who have enjoyed public acclaim can be important in dispelling unwarranted biases and prejudices. While studying different ideas is useful, it is also important for young people to realize the similar feelings, values and motivations common to human beings regardless of ethnic group, religion, national origin, sex or age. Students should understand the interrelationships that occur among Arizonans, other U. S. citizens and other occupants of the world.

Some suggested topics suitable for grade seven or eight:

1. Continuity and change in Arizona and the United States (Old World/New World).
2. The Colonial and Civil War experiences.
3. Founding a New Nation: ideas, events, persons, values and basic documents.
4. Founding a state within a nation: ideas, events, persons, values and basic documents.
5. Critical episodes, major happenings, and great turning points in the Arizona and United States experience from the beginning to present times.
6. How different cultures have met, shared and conflicted.
7. Current features of Arizona and the United States economy and their relationship to the world.
8. Contributions of men, women, and groups, both well known and little known, to the political, economic, social, and cultural development of Arizona and the United States.
9. The current geographical features of Arizona and the United States, and their relationship to the geography of the world. The role of water and the influence of the arid environment on Arizona's history.
10. Media representation of the various peoples in Arizona and the United States at various times.
11. The development of technology and its influence in Arizona and the United States.
12. Major problems facing Arizona and the United States now and in the future; what they are and what we can do about them now.
13. The roles of Arizona and the United States in the world; how other nations influence Arizona and the United States.

CITIZENSHIP IN ARIZONA AND THE UNITED STATES (7 or 8)

The emphasis in grade seven or eight is on preparing students to function effectively as citizens of a democratic society. To do that, students need to become both politically and economically literate. They need to develop a basic understanding of what it means to be a citizen of a democratic society. They need to know what government is, why and how governments are organized, how they function, and the basic values which undergird a free society.

Important as that knowledge is, it cannot be acquired in a vacuum. Students also need regular organized opportunities to practice the skills essential to effective citizenship so that they can assume the many roles as individuals and members of groups which are incumbent upon members of a democratic society.

Some suggested topics suitable for grade seven or eight are:

1. You, your life, and government - both state and national.
2. Why government?
3. What governments are: how they are organized and function at national, state, and local levels.
4. Individual rights and responsibilities in a democratic society.
5. Law and justice in a free society.
6. Functioning effectively as an individual and as a member of groups in a democratic society by:
   a. Becoming informed about public issues.
   b. Voting.
   c. Knowing the law and respecting it.
   d. Serving on juries.
   e. Working for volunteer groups.
   f. Paying taxes.
   g. Serving the community, state, and nation in a variety of ways.
   h. Demonstrating concern for the environment.
   i. Respecting property and persons.
   j. Behaving as responsible consumers.
   k. Participating in political parties.
   l. Advocating positions on public policy questions.
   m. Influencing decision-makers.
   n. Monitoring the work of public officials and agencies.
   o. Holding public office.
7. Selected case studies of current public policy issues.
8. Current office holders at both state and national level.
9. Comparisons and contrasts with governmental systems throughout the world.

AMERICAN AND ARIZONA HISTORY (9-12)

The development of ideals, traditions, and institutions forms the focus of American and Arizona history. This study of people, events, and ideas is important to understanding our state and nation today. A viable history program is one in which teachers help students make the connections between the past and the present.

The following basic concepts represent some of the ideals which can serve as a bridge from the study of the past to a deeper understanding of the realities of the present.

The questions following each concept represent the means of promoting insight into the present by insights from the past.

In addition, suggested content is included to insure that the concepts will be based on a thorough study of history.

Basic Concepts in History

1. What separates history from every other kind of inquiry about human affairs is its fundamental concern with time--the before and after, cause and effect relationship of events. History is the study of a unique sequence of unique individuals, events, situations, ideas, and institutions occurring in the one-dimensional and irreversible stream of time.

   A. What individuals were key to critical episodes in American history?

   B. What were the multiple causation factors that brought about each of the listed critical episodes?

   C. What effects did each of these turning points have on the history of America?

2. Change has been a universal condition of human society. Change and progress are, however, not necessarily synonymous. The tempo of change has increased markedly in recent times.

   A. What evidences exist for believing that the rate of change has increased in the last fifty years?

   B. What changes in history have not necessarily signified progress?

3. History is a means whereby societies seek to maintain their identities, establish continuity in their developments, and maintain their ideals and traditions. Since the dawn of civilization, in almost every society, history has been regarded as a vehicle for teaching the private citizen the public virtures of loyalty and responsiblity.

   A. How have American ideals evolved over time?

   B. What traditions are maintained that best transmit what it means to be American?

4. The historian's prime quest is for human motives; the historian seeks to understand the reasons for which individuals and groups did what they did. The historian strives

for a precise, detailed reconstruction of the circumstances surrounding an action and then for an understanding of why it occurred and what its significance is.

A. What motives prompted key participants in American history?

B. What was the historical context in which these key participants made their decisions?

5. The struggle for freedom and human dignity has occupied a relatively brief period of time as compared to the total span of human existence.

A. What influence did particular events or persons have on the struggle for freedom and human dignity?

B. What forces have operated to limit expressions of freedom and human dignity?

6. Each situation and event is distinct, but each is connected to all the foregoing and succeeding ones by a complex web of cause and effect, probability and accident. The unique present, just as each unique point in the past, is unintelligible unless it is understood in terms of its history or how it came to be.

A. What makes one key event different from other similar events?

B. What were the antecedents to critical events?

7. The history of America has been an amalgam of the unique contributions of diverse groups and people, all channelled within the broad stream of our society and traditions.

A. What groups, peoples, and events have made contributions to American history?

B. What have been the points of conflict among culturally diverse groups?

8. History is the study of the partial record of people's behavior, usually in relationship to other individuals, groups, and the environment. History is a written interpretation to these events.

A. What are the different historical interpretations of the roles of key people and groups in American history?

B. What are the different historical interpretations of environment and geography on the development of American history?

9. Human beliefs are not based on a single standard, but are inherently diverse from time to time and from place to place and from group to group. People who live in different periods of time often have different ideas of what is right or wrong, correct or incorrect, of what good and poor government means. As time moves forward all kinds of conditions change including many attitudes and beliefs which people hold. These different attitudes and ways of looking at and interpreting life may be summarized as being different frames of reference. At the same time, people in different periods of history have some beliefs and attitudes which remain the same through succeeding generations.

A. What beliefs did participants in critical events hold?

B. How do those beliefs compare and contrast with your own?

10. Historical sources are examined both for external validity or authenticity and for internal validity or for derivation from reliable sources of information.

A. What sources did the author use for each interpretation of an event?

B. What primary sources were available to form an interpretation?

C. What bias and perspective did the author have when preparing the historical account?

11. History deals with people both humanistically, because of its attention to the individual person and the unique event, and scientifically, because it also deals with people in groups and as the focus of long-term trends.

A. What long-range trends influenced key people and critical episodes?

B. What important ideas influenced key people and critical episodes?

12. Interdependence, cultural, economic, and political, has been an important factor in human relationships.

A. What impact has the world situation had on a particular key event or person?

B. What evidence of interdependence can be found in a particular time period?

13. All thinking is based, consciously or unconsciously, upon recollections of past experience. Human beings have the unique ability to incorporate into their personal experiences not only the experiences of other men and women of their own time but also those of all previous generations. In other words, the past influences the present. History does not necessarily repeat itself but events do bear a relationship to one another.

A. What debts of insight do we owe to the key people who influenced crucial events?

B. In what respects are current events similar to and different from past events?

Some Suggested Content Topics Suitable for American History:

1. The genesis of American ideals, traditions, and institutions.
2. Unity and diversity, concensus and dissent, among the American people.
3. Americans shaping and reshaping their environment.
4. Forming and reforming American political, economic, and social institutions.
5. Viewing the American experience in a world context.
6. Exploration, Western expansion, and settlement of the country.
7. Industrialization and its effects on a primarily agricultural society.

8. Immigration and migration of American peoples.
9. A history of our external and internal conflicts and methods Americans have used to solve them.
10. Reform and reaction, the cycle in American history.
11. The emergence of America as a world power and the changing nature of American foreign policy.
12. The development of the United States Constitution and its impact.
13. Politics and social change, America's changing social views.
14. Politics and economic growth, the challenge and impact of economic change.
15. The struggle for equality of opportunity.
16. Predicting America's future by looking at America's past.
17. Americans expressing their beliefs in action through the arts.
18. Political revolution and evolution in the American experience.
19. The role of slavery in our nation's past.

Some Suggested Content Topics Suitable for Arizona History:

1. Exploration and settlement of the state.
2. Viewing the Arizona experience in the context of the American experience.
3. Immigration and migration of various people to our state.
4. The changing economic patterns in Arizona history.
5. The foundation of Arizona political, economic, social, and cultural institutions.
6. Local histories in the Arizona experience.
7. The impact of climate on Arizona history.
8. The unique geology and geography of Arizona.
9. Contributions of Arizona's ancient and modern Indians.
10. The Spanish influence on Arizona's culture.
11. Arizona's relationships with our Mexican neighbors.
12. The history of Arizona state government and politics.
13. Arizona's cultural, economic, and political future.
14. The five Cs of Arizona: cotton, climate, copper, citrus, and cattle.

UNITED STATES AND ARIZONA GOVERNMENT AND CONSTITUTION (9-12)

The emphasis in the high school years is on preparing students to function effectively as citizens of a democratic society. As such it is essential that students engage in a more penetrating study of American government. To do that students need to become both politically and economically literate. They need to develop a basic understanding of what it means to be a citizen of a democratic society. They need to know what government is, why and how governments are organized, how they function, and the basic values which undergird a free society.

Important as that knowledge is, it cannot be acquired in a vacuum. Students also need regular organized opportunities to practice the skills essential to effective citizenship so that they can assume the many roles as individuals and members of groups which are incumbent upon members of a democratic society.

Students also need to acquire a better understanding of other economic, political, and social systems in the world and to examine the role of the individual in those systems. Such study should enable students to develop understandings and skills essential to them for making wise decisions regarding their own lives and for dealing with critical issues in their local communities, in their state and nation, and in the larger global society of which they are a part.

Basic Concepts in American and Arizona Government and Constitution

1. Politics is the struggle for power. Political activity is found wherever there are power relationships or conflicts. Students need to understand that conflict resolution requires making decisions which involve compromise, and in a democracy encourages citizen and interest-group participation.

   A. What decisions were made to create the American and Arizona governments?

   B. What compromises were involved in the creation of Arizona's and America's governments?

   C. What interest groups have had influence on these decisions?

2. Public officials assume certain roles in carrying out their assigned functions. Students should know what roles are characteristic of executives, legislators, judges, bureaucrats, and other government officials.

   A. What offices are created at the state and national levels?

   B. Who are the current office holders?

   C. What is the relationship between the roles of the executive, judicial, legislative, and other governmental officials?

3. America is becoming increasingly interdependent in its relationships with the political systems in the world, necessitating a study of other societies and their political processes and problems. Emphasis should be placed on the role of nationalism in international affairs.

A. How do economic and political decisions in other countries affect our own?

B. What are the effects of nationalism on the state of world affairs?

4. The principles of American government include constitutional government, a democratic republic, shared powers (separation of powers), federalism, a check and balance system, representative government, government based on the consent of the governed, due process and equal protection, equality of opportunity, and individual rights and responsibilities. Students should understand that the purpose of limiting government in America is to protect the rights of the individual from abusive power. The student needs also to be aware that the corollary to individual rights is the responsibility the individual has to society as a whole.

   A. What are the principles of American government?

   B. How do these principles influence our lives?

   C. What limitations are there on these principles?

   D. In what ways do these principles come into conflict?

5. The viability of democracy in America has come under question in recent years. Recent concerns have included an increased presidential governance, an increasing number of noncompetitive congressional districts, decline in the percent of voting among the electorate, an increase in the feeling of individual ineffectiveness, increase in the influence of single issue interest groups, and an increase in the size, activities, and influence of congressional staffs. Students should recognize that democracy in America is threatened by a lack of citizen participation.

   A. What concerns do you have for the protection of your liberties?

   B. What are appropriate actions in defense of your liberties?

   C. Who are appropriate role models in terms of your liberties?

6. A political system is the pattern of interaction between individuals and institutions that makes binding decisions for the society as a whole. Students should understand that the media, interest groups, and political parties, for example, all influence decisions made by the executive, legislative, and judicial branches of government.

   A. What influence has the media, interest groups, and political parties had on recent political decisions?

   B. How are the legislative, executive, and judicial branches influenced by pressure?

   C. How can you influence decision-making in government?

7. Political, economic, and diplomatic decisions are usually made from the standpoint of self-interest. Students should understand that self-interest can legitimately require groups or individuals to take opposite sides of questions.

   A. What self-interests do you have?

B. How would your self-interest best be served on issues such as taxation, busing for the purposes of racial integration, or national consumption patterns?

8. Patriotism as a love of country is essential to the maintenance of our nation. Students should be aware that patriotism can be a motivation for actions on opposite sides of many questions.

   A. What is a patriotic stance on current issues?

   B. How is patriotism manifest in America today?

   C. How does the patriotism of citizens in other countries affect our own national self-interests?

Suggested Topics Suitable for United States Government and Constitution:

1. Why have government?
2. The political socialization of the individual.
3. Foundations of American government: Majority rule/minority rights; representative and limited government; separation of church and state; individual rights and responsibilities; interest groups and influence channels; power shared and power checked; due process and equal protection; equality of opportunity; consent and consensus.
4. Comparative political, economic, social and legal systems.
5. Patriotism in a free society.
6. Conflicts between the belief in individual freedom and national survival.
7. United States citizenship in the context of rights, respect, and responsibilities.
8. How our American government developed and evolved.
9. Ideals of the American constitution.
10. Paying the costs of government.
11. Citizenship in the home, school, and community.
12. American government in today's world.

Suggested Topics Suitable for Arizona Government and Constitution:

1. Constitutional, historical, and economic foundations of Arizona government.
2. Leaders and leadership in Arizona government.
3. Interest groups in Arizona politics.
4. Political, economic, social, and legal systems in Arizona.
5. Comparative state governments.
6. The powers of state government in relation to the powers of federal government.

OPTIONAL SOCIAL STUDIES SUBJECTS (9-12)

The state-mandated social studies subjects provide a minimum framework and background for effective citizen participation in public life; such participation is essential to the health of our democratic system. As interest and resources permit, schools should offer a broad array of additional course work in the social studies. This course work is generally of two types: those courses that closely parallel social science disciplines and those that cut across academic disciplines in order to concentrate on critical social issues and the world as it really is.

Suggested Additional Subjects

I. Related to a Social Science Discipline
   - A. History
     1. World History
     2. Latin American History
     3. Southwestern History
     4. European (Western) History
     5. Asian/African History
     6. Diplomatic History
   - B. Geography
   - C. Anthropology
   - D. Sociology
   - E. Psychology
   - F. Economics
     1. Comparative Economics
     2. Consumer Economics
   - G. Political Science--Comparative Political Systems

II. Cutting Across Academic Areas
   - A. Ethnic Studies
   - B. Women's Studies
   - C. Law-Related Studies
   - D. Global Studies
   - E. Environmental Education
   - F. Urban Studies
   - G. Peace Studies
   - H. Future Studies

This list of topics or course work is not meant to be exhaustive of the possibilities. The social studies is an area of study constantly confronted by a changing society and world. Educators should be alert to new possibilities as needs change.

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APPENDIX A

Guidance to the Committee for Evaluating Instructional Textbooks in Social Studies

Name of Textbook_____ Edition_____

Publisher(s)_____ Authors_____

Subject Emphasis_____ Copyright_____

Reading Level_____ Grade Level_____

INTRODUCTION: The criteria for evaluating textbook(s) in the social studies should reflect a philosophy consistent with the Arizona Course of Study adopted by the Arizona State Board of Education in ___date___. This guideline can be a useful aid for the committee who will carry the responsibility for textbook recommendations. A selection process may be adopted from the general criteria.

BASIC SKILLS: Social studies textbook(s) should enable students to develop and practice a variety of intellectual and work-study skills appropriate to the social studies. Does this textbook ---

		Low 1	2	3	4	High 5
A.	Provide for vocabulary development in the specific subject area?					
B.	Provide activities for developing skills in problem solving?					
C.	Include planned experiences, if appropriate, for the improvement of basic skills?					
D.	Reflect the scope and sequence of the subject emphasis using a variety of well-organized content?					
E.	Provide appropriate reading levels?					
F.	Provide activities in community involvement?					

CULTURAL PLURALISM: Textbook(s) should help students appreciate the many important contributions to our civilization made by members of the various groups that compose it. Textbook(s) should further present all groups in our society in such a way as to build mutual understanding and respect. Does this textbook ---

		Low 1	2	3	4	High 5
A.	Acknowledge contributions of various cultural and ethnic groups?					
B.	Incorporate information about minority groups in a scholarly manner appropriate to the subject matter?					
C.	Present men and women in varied roles so as not to foster stereotyped thinking and behavior?					
D.	Present diversity of race, custom, culture, and belief as a positive aspect of our nation's heritage?					

FORMAT: The general plan or organization of a textbook is important. Does this textbook ---

	Low 1	2	3	4	High 5
A. Contain, where appropriate, reference sources, glossaries, charts, maps, diagrams, graphs, tests, games, appendices, and audio-visual resources?					
B. If appropriate, have a complete table of contents, comprehensive index and a preface, effective summaries, reviews, evaluative materials, and substantial bibliographies?					
C. Provide the size of type, spacing, margins, etc. to ensure maximum legibility?					

STUDENT ABILITY: Social studies textbook(s) should be adaptable to a variety of teaching strategies for students of differing ability. Does this textbook ---

	Low 1	2	3	4	High 5
A. Contain student instructional material suitable for the grade level for which it is being submitted?					
B. Contain student instructional material suitable for the ability level for which it is being submitted?					
C. Meet the interests of the specified age group?					

TEACHER MATERIALS: The goals for social studies education should be reflected in the teacher materials. Does this textbook ---

	Low 1	2	3	4	High 5
A. Provide an overview of the material and suggest ideas for motivation, follow-up, and extension of activities?					
B. Give useful introductions to various sections and explanation of arrangement of material?					
C. Include listings of related materials?					
D. Provide evaluative measures with prescriptive learning activities?					
E. Reflect the interrelationships that exist among curriculum areas? The materials should lead the student to recognize that the social studies draw from the arts, literature, reading, and virtually all other academic disciplines.					

COMMENTS

Any written explanation for your decision regarding this review will be most helpful. If inaccuracies or objectional materials are found, please cite edition, grade level, page number, and line. Additional sheets may be added if necessary.

APPENDIX B

State Board of Education Requirements Pertaining to Social Studies

R-7-2-301 Subject Areas to be Taught in the Common Schools

A. Prescribed Subjects	Years Taught
1. Social Studies	
Geography	1-8
World History	1-8
*Arizona History and Constitution	7-8
*American History	7-8
*Civics, United States Constitution	7-8
2. Language Arts	
Handwriting	1-8
Language	1-8
Reading, including phonics	1-8
Spelling	1-8
3. Arithmetic	1-8
4. Literature	6-8
5. Health	1-8
6. Science	1-8
7. Music	1-8

*These are to be taught at least one year.

B. Optional Subjects
1. Industrial Arts
2. Consumer Education and Homemaking
3. Arts and Crafts
4. Band
5. Chorus
6. Foreign Language
7. Journalism
8. Physical Education
9. Typing
10. Drama

C. Kindergarten Subjects

Each common school district having a kindergarten program shall include three subjects from the prescribed subjects list. Reading, including phonics, shall be one of the three subjects.

D. Competency Goals
1. Each student shall attain at least a sixth-grade competency in reading, computational, and written communicative skills, as determined by the local district, prior to receiving the standard eighth-grade certificate of promotion.
2. Each student shall demonstrate an ability to read at the ninth-grade level of proficiency, as shall be established by the local district prior to graduation from high school.

E. Standard Certificate of Promotion

This certificate of promotion shall be issued to those students who attain at least a sixth-grade competency in reading, computational, and written communicative skills, as determined by the local district and who have satisfied a district determination of competency on the Arizona and United States Constitutions. The governing board of each school district shall be responsible for developing a course of study and graduation requirements for all children placed in Special Education Programs in accordance with R7-2-401 et seq. Students placed in special education classes, K-12, are eligible to receive the standard certificate of promotion or high school diploma without meeting state competency requirements, but reference to special education placement shall be placed on the student's transcript or permanent file.

R7-2-302 Minimum Credits for Graduation

The Board established sixteen units as the minimum number of credits necessary for high school graduation, as follows:

A. Three units of English to include: Grammar; Speaking, Writing, and Reading Skills; Advanced Grammar; Composition; American Literature; Advanced Composition; Research Methods and Skills; Literature.

B. One unit of American and Arizona history, to include instruction in American and Arizona institutions and ideals.

C. One unit in American and Arizona Constitutions and government, to include instruction in the essentials, sources and history of the Constitutions of the United States and Arizona.

D. One-half unit of "Essentials and Benefits of the Free Enterprise System." This one-half unit may be offered in a department which the local district deems appropriate.

E. One unit of Mathematics.

F. One unit of Science.

G. Eight and one-half units of Electives.

APPENDIX C
Arizona Revised Statutes Pertaining to Social Studies

Article 3. Public School Curriculum

§ 15-1021. Instruction in state and federal constitutions, American institutions and history of Arizona

All public schools shall give instruction in the essentials, sources, and history of the constitutions of the United States and Arizona and instruction in American institutions and ideals and in the history of Arizona. The instruction shall be given in accordance with the state course of study for at least one year of the grammar and high school grades respectively. The state board of education shall prescribe suitable teaching materials for such instruction. As amended Laws 1969, Ch. 44, Section 1.

§ 15-1022. Duty of board to adopt course of study

The state board of education shall adopt a course of study in the common schools and high schools. As amended Laws 1960, Ch. 127, Section 46.

§ 15-1025. Instruction in free enterprise system

A. All public high schools shall give instruction on the essentials and benefits of the free enterprise system. Instruction shall be given in accordance with the course of study prescribed by the state board of education for at least one semester, equal to one-half unit of credit. The state board of education shall prescribe suitable teaching material for such instruction.

B. The costs of such instruction, except those of the state board in prescribing the course of study, shall be an expense of the school district involved.

C. As used in this section "free enterprise" means an economic system characterized by private or corporate ownership of capital goods, by investments that are determined by private decision rather than by state control, and by prices, production, and the distribution of goods that are determined in a free manner. Added Laws 1971, Ch. 86, Section 1.

APPENDIX D

State Statutes Requiring the Observance of Special Events

ARS 1-304. Arbor day; proclamation; observance in schools

A. In the counties of Apache, Navajo, Coconino, Mohave and Yavapai the Friday following April 1, and in all other counties the Friday following February 1, in each year, shall be known as Arbor Day.

B. The governor shall make proclamation of the Arbor Days and recommend that they be observed in planting trees, shrubs and vines, in the promotion of forest orchard growth and culture in the adornment of public and private grounds, places and ways and in other undertakings in harmony with the character of the day.

C. The public school authorities shall assemble the pupils in their charge on Arbor Day and provide for and conduct, under the general supervision of the state superintendent of public instruction, exercises which will encourage the planting, protection and preservation of trees and shrubs, and an acquaintance with the best methods to be adopted to accomplish such results, and provide for planting trees around the school buildings with appropriate and attractive ceremonies.

D. Arbor Day shall not be a legal holiday.

ARS 15-801. School year; school month; holidays

A. Except as may be otherwise authorized by the superintendent of public instruction to accommodate an approved extended school year operation, the school year shall begin July 1 and end June 30 and a school month is twenty school days, or four weeks of five days each.

B. When July 4, Veterans' day, December 25 or Thanksgiving day occurs within the school week, the schools shall be closed and the compensation of the teachers shall not be diminished on that account. Governing boards of schools may declare a recess during the Christmas holiday season not to exceed two school weeks and teachers shall receive compensation during the recess. As amended Laws 1980, 2nd S.S., Ch. 9, Section 10.

APPENDIX E
Citizenship Skills Chart

KINDERGARTEN

1. Attends school on time.
2. Shows respect for self.
3. Takes part in group discussions.
4. Responds to humorous situations.
5. Knows and follows classroom rules.
6. Takes care of materials and property used.
7. Treats others with respect.
8. Identifies home town and state.
9. Shares with others.
10. Recognizes the role of family.
11. Seeks companions for play.
12. Cooperates with others in play activities.

FIRST GRADE

13. Completes work on time.
14. Works alone when appropriate.
15. Understands and follows school rules.
16. Shares personal opinions.
17. Works with others to complete tasks.
18. Listens attentively to others.
19. Shows respect for family members.
20. Shows positive attitude toward work and play activities.
21. Understands how own behavior affects others.
22. Helps make decisions using voting process.
23. Says Pledge of Allegiance.
24. Describes the best routes to and from home and school.

SECOND GRADE

25. Completes homework and other assignments on time.
26. Allows others to work undisturbed.
27. Creates games with rules.
28. Displays pride in own work.
29. Knows what services are available in the community.
30. Describes self as worthwhile person.
31. Recognizes the need for authority.
32. Accepts the decision of the group.
33. Recognizes the rights of self and others.
34. Works to improve school.
35. Makes decisions concerning right and wrong.
36. Tells how things learned at school are used outside of school.

THIRD GRADE

37. Accepts responsibility for own actions.
38. Describes relationship between community, tribe, state, and nation.

39. Participates in class elections.
40. Describes self as valuable group member.
41. Respects others' right to privacy.
42. Accepts agreed upon rules in games.
43. Respects others' property.
44. Describes roles in group or community.
45. Uses community resources (library, recreational, etc.).
46. Tells why groups have rules.
47. Shows honesty.
48. Makes independent decisions.

FOURTH GRADE

49. Identifies personal strengths.
50. Identifies personal beliefs and attitudes.
51. Displays good manners.
52. Respects the contributions made by the various cultures in Arizona.
53. Demonstrates interest in new people and experiences.
54. Respects wise use of natural resources.
55. Takes a meaningful role in class discussions.
56. Relates community history to that of state.
57. Describes responsibilities of state government.
58. Relates how Arizona became a state.
59. Describes how local government is organized.
60. Shows interest in self-improvement.

FIFTH GRADE

61. Completes and turns in homework on time.
62. Displays proper and lawful behavior.
63. Defends rights of others.
64. Displays courtesy toward teacher and others.
65. Helps maintain a clean school and community environment.
66. Identifies the rights granted to all U. S. citizens.
67. Relates state's history to that of nation.
68. Identifies the contributions of various cultures in our nation's history.
69. Works with others to make changes in rules.
70. Shows flexibility (changes in scheduling, rules in games).
71. Recognizes the difference between personal needs and wants.
72. Shows knowledge of important people in history.

SIXTH GRADE

73. Organizes available time to complete tasks.
74. Challenges self to perform better.
75. Works well with people from various backgrounds and cultures.
76. Interprets information from charts, tables, and graphs.
77. Provides a positive example of cooperation to others.
78. Understands current affairs and global concerns.
79. Participates in classroom and school elections.
80. Shows understanding of rules and laws when participating in school activities.
81. Describes ways people are interrelated.
82. Identifies impact of technology on personal life.

83. Identifies where U. S. and other countries have common concerns.
84. Identifies alternative ways for achieving goals.

SEVENTH GRADE

85. Works without supervision.
86. Exercises leadership when appropriate.
87. Recognizes the value of patriotism.
88. Recognizes the conflicts that might arise from membership in many groups.
89. Describes role of political parties.
90. Describes the meaning of the Pledge of Allegiance.
91. Cooperates with others to achieve mutual goals.
92. Describes how U. S. became a country.
93. Shows confidence in own abilities.
94. Describes where government services can be obtained.
95. Knows outcome of personal decisions.
96. Describes how worldwide developments have contributed to human rights.

EIGHTH GRADE

97. Discusses relationship between heredity and environment.
98. Describes the relationships among the tribal, state, and federal governments.
99. Describes how federal and state laws are made.
100. Compares U. S. government to other countries' political systems.
101. Describes registration and voting procedures.
102. Recognizes illogical thinking in arguments.
103. Takes part in school government.
104. Uses democratic processes in making decisions.
105. Displays courtesy, tact, and manners when dealing with classmates, teachers, and adults.
106. Recognizes how own rights may conflict with others.
107. Accepts the right of others to adopt opposing positions.
108. Describes how human actions affect the environment.

NINTH GRADE

109. Recognizes that personal goals can be reached without violating the rights of others.
110. Recognizes personal behaviors that offend others.
111. Understands the relationship of self to groups in society.
112. Identifies ways that groups solve problems.
113. Describes the organizations and functions of state and federal government.
114. Analyzes the informal and formal legislative, judicial, and executive decision-making process.
115. Knows how regulatory agencies make decisions.
116. Uses logical problem-solving processes.
117. Participates in community (recreation, library, etc.).
118. Recognizes propaganda techniques.
119. Makes conscious decision to apply oneself.
120. Understands the cultural and social differences of individuals.

TENTH THROUGH TWELFTH GRADE

121. Knows own attitudes, beliefs, values, and behavior patterns.
122. Makes personal judgments based on logical thinking.
123. Uses time wisely.
124. Identifies how society modifies individual freedoms.
125. Describes how people and groups depend on each other.
126. Contrasts stated and actual human rights throughout the world.
127. Describes the consequences of decisions made by the various branches of government.
128. Uses legal remedies in protecting rights of self and others.
129. Opposes unjust laws and decisions through legal means.
130. Accepts responsibility to participate in community concerns.
131. Shows self-confidence when expressing ideas.
132. Shows self-discipline.
133. Shows a tolerance for individual differences.
134. Shows respect for authority.
135. Handles difficult situations.
136. Establishes personal goals.
137. Applies school-developed study habits in nonschool situations.
138. Handles frustration in an appropriate manner.
139. Collects and organizes information as a basis for making decisions.
140. Understands the cost of government.
141. Accepts success and defeat.
142. Registers to vote.
143. Knows how to use want ads to locate jobs, dwellings, and other information.
144. Applies for a social security number.
145. Reads road maps to determine shortest distance between places.
146. Describes free enterprise system.
147. Displays courtesy, tact, and good manners in and out of school.